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of teaching the French I course outlined  
in the Alberta handbook for secondary  
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AN EVALUATION OF THE PHONIC METHOD  
OF TEACHING THE FRENCH I COURSE  
OUTLINED IN THE ALBERTA HANDBOOK  
FOR SECONDARY SCHOOLS

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS

DEPARTMENT OF EDUCATION

BY

RENE LEBLANC

EDMONTON, ALBERTA

MAY, 1936



Thesis  
1936  
H28



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## I.

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## II.

### INTRODUCTION

#### The Problem

The teaching of Modern Languages should give the student a grasp of the language which will be of some use to him after he has graduated from the secondary school. The Department of Education for the Province of Alberta had this objective in mind when in its Handbook it presented as aims for Modern Languages (French and German) the ability to read and write fluently.

Very few of the pupils who leave the High School after having taken three years of a Modern Language possess the competency to make use of it to any considerable extent. Only a small percentage can correctly translate a letter into French, a smaller percentage is able to read the language fluently, and practically none can carry on even an elementary conversation.

One must also take cognizance of the fact that in recent years there has been a marked increase in the number of pupils showing interest in the Moderns. Admitting that the work in the grammar and silent reading sections has been efficient, it is very probable that much more could be accomplished in the field of oral expression.

The purpose of this investigation is to test whether, even with the present outlines for the course, marked and



worthy achievement can be made in this neglected phase of a Modern Language course. Given a proper method and a teacher who can lend expert guidance, shouldn't the student in the course of three years not only be able to cover the required grammatical content of the course, but also be able to read correctly selections and carry on with some degree of facility a conversation in the foreign language? The author hopes the results of this experiment will yield an answer to this question.

Early in 1935 the Edmonton Separate School Board granted the author permission to use two of their Grade IX classes with which to carry out the experiment. The two Grade IX classes at the St. Joseph's Boys' High School were secured.

It was deemed advisable to have some means of checking the results of this experiment. For this purpose the experimenter was very fortunate in obtaining the cooperation of Miss K. Teskey, French Instructress at Victoria High School, Edmonton. Throughout the project Miss Teskey gave freely of her time, and her long experience, as well as her accurate knowledge of the subject, was of immense value.



III.

SUBJECTS USED FOR THE EXPERIMENT AND THEIR DISTRIBUTION

In all, the experimenter had 74 pupils at his disposal. Twenty-nine of these were members of Miss Teskey's class at Victoria High School. The rest were registered in French at St. Joseph's High School. They were divided into two groups: Grade IXA of 24 pupils and Grade IXB of 21 pupils. These two classes consisted solely of boys, whilst Miss Teskey's was a mixed group.

From now on, throughout this investigation, Grade IXA will be known as Group A, Miss Teskey's class as Group B, and Grade IXB as Group X.

Groups A and B were taught according to a method which it was hoped would enable them to give oral expression to their grammatical knowledge. Only Groups A and B had access to the special devices used in this experiment. Group X, on the other hand, was taught in the orthodox fashion used generally in the Province where the pupil is given only the grammatical principles of the course and is given no opportunity to express himself orally in the language or to hear it correctly spoken. This division was adopted because it lent itself to a better basis of comparison between the two methods.



All three groups took part in the four major tests given during the course of the experiment.



IV.

DESCRIPTION OF THE EXPERIMENT  
AND THE SPECIAL DEVICES USED

As a preliminary to the experiment, an Intelligence Test was given to all three groups so as to obtain an initial rating of their respective mental abilities. Form A of the Otis Classification Test was administered. This test gives the Educational Quotient of a pupil as well as the Intelligence Quotient. In his Manual of Directions, Arthur S. Otis says that the Educational Quotient or E. Q. is a measure of the pupil's acceleration or retardation in school achievement. He states that we may call it a measure of educational brightness analogous to the I. Q. as a measure of mental brightness.

The individual scores for each pupil on this test may be had by referring to Tables VII, VIII and IX of Appendix C.

Averaging the I.Q.'s and E.Q.'s for each group, we obtain the results shown in Table I.

Table I

Average I.Q. and E.Q. for Groups A, B and X

Name of Group	Average I.Q.	Average E.Q.
A	109.05	112.30
B	109.92	115.48
X	102.62	107.20



Tabulating the highest and lowest E.Q. and I.Q. for each group, we obtain:

Table II

Highest and Lowest I.Q. and E.Q. for Groups A, B and X

<u>Name of Group</u>	<u>I. Q.</u>		<u>E. Q.</u>	
	<u>High</u>	<u>Low</u>	<u>High</u>	<u>Low</u>
A	126	95	128	99
B	123	89	138	83
X	117	78	135	77

Although it was not known at the time, it is interesting to note that the pupils of Group X are much weaker in I.Q. and E.Q. than those of the other two groups. Group A and Group B on whom the experiment was directed are approximately of equal mental rating.

Throughout the year, reference was often made to the pupil's I.Q. and E.Q. scores by the teacher as a guide to the better understanding of the pupil's achievement, and it was observed that they gave a very fair measure of the pupil's general ability.

Late in October an English Grammar Test was given to the pupils. The Chalmers Grammar Test was the one chosen. This test was comprised mostly of parsing and clausal analysis. The purpose in assigning the test was to discover the knowledge of English Grammar that the pupils possessed. It is evident that to be able to understand some of the grammatical principles involved in the French I course, the student cannot possess too



great a mastery of his English grammar. The test was deficient to the extent that it contained very little testing material on the verb forms and tenses. Few pupils are promoted into Grade IX, I believe, with a thorough knowledge of the forms and intricacies of the English verb. Question 29 of the test was left out because it was debatable as to what could be the correct answer. This left a total of 49 questions.

The individual scores for each pupil on this test may be had by referring to Tables VII, VIII and IX of Appendix C.

Tabulating the scores for the three groups:

Table III

High, Average and Low Scores  
Made by Each Group on the Grammar Test

<u>Name of Group</u>	<u>Number of Pupils</u>	<u>High</u>	<u>Average</u>	<u>Low</u>
A	24	34	22.79	14
B	29	28	22.69	15
X	21	31	23.76	15

These results show that the three groups have approximately the same knowledge of the English grammar. But the average made by the pupils being below the median score of 24.50 for the test, which is a little too difficult for Grade IX pupils, nevertheless shows that the students are quite weak in English grammar. This weakness was in evidence throughout the year.



Groups A and X had a very poor acquaintance with some of the most elementary grammatical facts. Very few of the pupils in these two groups recognized that: - I write, I am writing, and I do write all belong to the present indicative of the verb "to write". As a result the pupils always had a tendency to translate these forms as: J'écris, je suis écrivant, je fais écrire; instead of simply translating them all by the French present indicative: J'écris. Also, only a small number in Groups A and X could correctly parse the word "some" in the simple sentence: I have some. Most would name every other part of speech before they would say it was a pronoun. After the grammatical training that the students supposedly receive in Grades VII and VIII, it is significant that in three months they should forget that in this sentence "some" is an indefinite pronoun. Many other instances were noticed during the year where pupils made elementary mistakes when asked to parse simple words or sentences.

I am convinced that before a student can learn the grammatical features of a foreign language, he must know at least the elementary rules of his own. This knowledge was found to be lacking in Groups A and X. Therefore a considerable amount of valuable time had to be spent in trying to inculcate these elementary facts once and for all into the minds of the pupils.



An epidemic of poliomyelitis in the city and surrounding districts forced the closing of the schools for the whole of the month of September. This was unfortunate because it had been intended to devote a whole month to introducing the principles of French pronunciation to the pupils. This late opening of the schools forced the author to change his plans and only a week was devoted to the explanation of sounds and phonics. The necessity of covering in the shortened school year the same departmental requirements for the course was responsible for this change in plans. However, throughout the year, whenever a few minutes could be spared, further practice on these sounds and phonics was given to the pupils. But when judging the results, allowances must be made for the fact that nearly 20% of the available time in which to carry out this investigation was lost.

In her report, Miss Teskey gives an outline of a few of the devices she used: "I began by a systematic study of the sounds. The pupils were taught combinations of letters resulting in certain sounds. Words and phrasings were pronounced for them frequently, and they were led to pronounce these phrasings themselves. Gradually I taught them most of the phonetic symbols used in their grammar - merely for recognition value - and before long they had the satisfaction of being able



to pronounce without much assistance most of the easier French words they met.

In teaching the verbs, the forms were connected with nouns and pronouns to form little sentences and the pupils were encouraged to build long sentences whenever possible.

Simple questions were frequently put to the class involving simple answers, but there was no effort to have pupils memorize fixed answers to questions. The latter course, in my opinion, retards the development of the power of expression, as it gives the pupil an idea that he has greater facility in the language than he actually has. This feeling gives a sense of discouragement when he discovers that he cannot really say anything that he has not memorized.

When we studied the French portions of the exercises in the grammar, I read the sentences to the class, who translated them with their books closed. They became quite fond of this exercise as their pronunciation became more exact. I then gave them oral questions on these exercises which they answered orally."

Only a week was devoted completely to introducing the elementary principles of French sounds and phonics to the pupils.

The pupils were shown the differences between French and English syllabication. They were told that contrary



to the English method, the French always attempted to finish their syllables with a vowel, e.g: am/ ab/ il/ it/ y (English); a/ ma/ bi/ li/ té (French).

Next the pupils were told that there is very little stress in French and, if any, it falls on the last syllable of a two or more syllable word and on the last but one if the word ends with a mute "e".

The various French accents: acute (é), as in été; grave (`), as in mère, père; circumflex (^), as in tête; cedilla (ç), as in garçon; etc..... and their uses were then discussed with the pupils.

Explanations on the use of the mute "E" followed and the students were told that it was sounded only on a very few occasions; e.g., de, te, se, me, le (all mono-syllabic words).

The meaning of the "liaison" or linking of a final consonant was considered. The pupils were told the sound that the various consonants have when they are linked to a word beginning with a vowel: s becomes z, e.g., ils ont; d and t have the t sound, e.g., dit-on, répond-on; and so on for most of the more frequent joinings.

Mimeographed sheets of French phonics and exercises on pronunciation were distributed to the pupils. Before these were made use of, the pronunciation of the various vowel sounds was taught. This was done in the following manner:



I. The three e's.

e - mute, very seldom sounded except in monosyllables:  
de, te, etc.

é - closed e - similar sounds: er, ai, ez, etc.,  
e.g., été, parler, donner, chez, etc.

è - open e - similar sounds: è, ais, ai, aix, etc.,  
e.g., tête, donnais, aime, paix, etc.

The lip and mouth position for each of these sounds was given and practice on their pronunciation was held by combining the vowels with consonants and having all the pupils individually or as a group recite them, e.g.:

be, ce, de, fe, etc.  
bé, cé, dé, fé, etc.  
bè, cè, dè, fè, etc.

II. Two sounds were taught for the letter a.

High a - such as in part, patte, là, etc.  
Low a - such as in pas, passe, pâte, etc.

The pronunciation of these sounds was shown and they were also combined with consonants and practised till the students were quite sure of them.

III. The letter o was also considered as having two sounds.

High o - such as in note, sotte, molle, etc.  
Low o - such as in sot, gros, trop, etc.

The pupils received the same practice in these two sounds as they had received for the preceding ones.

IV. The letters i and u were next introduced. They were taught together because the sounding of one follows directly from the pronunciation of the other. The



same procedure as for the above vowels was used.

V. The two sounds ou and eu, as well as the four nasalized sounds an, in, on and un, were inculcated in the same manner.

VI. The only consonant for which the mouth positions were given was the letter R. The pupil was taught both the uvular and lingual r and told to use the one that he found the easiest to sound.

VII. The other vowel sounds were only dealt with as they occurred in the reading.

It was only after the student could correctly and quite easily pronounce these vowels and vowel sounds that he was permitted to use the mimeographed sheets. The phonics and pronunciation exercises that these sheets contained may be found in Appendix A. The material they contained was first of all read by the teacher; the pupils then attempted to read them as a group. After they had become familiar with the content, individuals were required to read a paragraph or more to the class. Any mistakes made were corrected by the teacher. The students rapidly learnt to recognize sounds and to pronounce them quite well. Although this material was more or less nonsensical, and although the pupil did not know what the sentences meant, it was found to be of immense value for practice purposes due to the numerous repetitions of both vowel and consonant sounds.



that it contained. The pupil was not allowed to read any meaningful material until he had become fairly adept at pronouncing the words, phrases, and sentences on his mimeographed sheets.

As the grammatical requirements of the course were covered, the pupils were granted every available opportunity to speak the language and to hear it spoken. Every exercise was read by the pupils when it was taken up in class. All the vocabularies were also read by the pupils and whenever a difficulty or a mistake in pronunciation occurred, the teacher gave the necessary assistance to overcome it. Reviews of the vocabularies, exercises, and mimeographed sheets were held at every available opportunity. It must be admitted that these reviews were not as numerous as could have been desired, but with the limited time at our disposal this could not have been altered. The author hopes, before the end of the year - once the departmental requirements of the course have been taught - to have more time to devote to these reviews.

At frequent intervals, part of the teaching period would be assigned to a conversation between the teacher and his pupils. The teacher would ask a question and the pupils attempted to answer with a correct French sentence. Sometimes the procedure was reversed - the teacher would give the answer and the pupil was



expected to produce the question. Often the teacher would simply make a statement in French and the pupils would translate. The latter method was the easiest for the pupils to perform and gave the most satisfactory results. On the other hand, worth while interest and worthy efforts were put forth by the pupils when the other devices were used, so that they were far from being without merit. Any device which forces the pupil to think and speak for himself has its good points.

When the verb forms were being taught, the pupil would be asked to write sentences in French for each person of the verb tense. These sentences were required to be short and simple, so that they were usually faultless and could be grasped by the class as a whole. The next day the pupil was asked to read his sentences out to the class and the other students attempted successfully to translate them. Besides giving practice in the writing and speaking of correct sentences, this device taught the pupil the tense form so that he could subsequently use it correctly in a sentence instead of only knowing it in a parrot-like fashion.

Another device was the "Concertations". For this the class was divided into two even groups. The I.Q. scores on the Otis Test were used as a basis for classification. The pupils who had the highest marks on this test became the captains of the two teams. The two sides



were then lined up in the classroom. For purposes of identification, let us call the "camps" A and B. The teacher would ask the Captain of team A to give the translation of one of the words from the vocabularies or perhaps of one of the persons in a verb tense; e.g., "market" or "I wrote". If he gave the correct answer it would then be the turn of the Captain of team B, and so on to the end of the line. If a pupil failed to give the correct answer his opponent was offered the opportunity and if he succeeded in answering correctly the one who hadn't was declared "dead" and required to take his seat. This continued until all the "soldiers" on the one side were "dead" and the other side declared the "victors". If neither side managed to win in the allotted time, the "battle" was considered a "draw".

The pupils showed great interest in these contests. They responded to the idea in splendid fashion and very few of the pupils purposely made a mistake so as to be able to take their seats. Besides creating interest, this device allowed the pupils to learn their vocabularies and verb forms thoroughly and once more gave them an opportunity to speak the language. Any mistakes in pronunciation were corrected and the class as a whole repeated the proper pronunciation of any difficult word. The results obtained were very satisfactory.



It must be remembered that only Groups A and B had access to these special devices.

At the end of the experiment all three groups were tested with a Comprehension and Oral Reading Test in French.

The Comprehension Test was administered orally. The teacher read the selection through slowly four times. Each time the questions were also given in French. The pupils were allowed to take notes as the material was read to them. They then proceeded to answer the questions. One mark was allowed for each question, but no points were given if only part of the answer was correct. The highest possible score on the test was 10. The test was administered in thirty minutes.

Comprehension Test:

Louis: Un petit garçon Français

"Louis est un petit garçon de dix ans. Il a deux soeurs: Marie et Jeanne, qu'il aime beaucoup. Louis va à l'école depuis l'âge de sept ans. L'école commence à neuf heures tous les matins de la semaine. Il n'est jamais en retard pour l'école. C'est un bon élève, qui sait toujours ses leçons et que son maître aime beaucoup. A l'école il prend le Français, l'Anglais, le Latin, les Mathématiques et les Sciences naturelles. Il étudie ses



leçons soigneusement et fait ses devoirs joyeusement.

Tous les étés il visite son oncle à la campagne. Il aime mieux la campagne que la ville. L'air y est meilleur. Son oncle et sa tante sont bien bons pour lui. Il joue tous les jours avec ses cousins et ses cousines qui sont de son âge. Il travaille souvent dans le jardin et s'amuse à manger les légumes. Après deux mois de vacances il revient à la ville pour commencer les classes.

Tous les ans Louis fait la même chose: l'été il va à la campagne et en hiver il va à l'école."

#### Questions

- (1) Quel âge a Louis?
- (2) Depuis combien de temps va-t'il à l'école?
- (3) Qu'est-ce qu'il prend à l'école?
- (4) Est-ce qu'il est un bon élève?
- (5) Que fait-il l'été?
- (6) Qu'est-ce qu'il aime mieux, la campagne ou la ville?
- (7) Avec qui joue-t'il à la campagne?
- (8) Est-ce qu'il travaille à la campagne?
- (9) Que fait-il après ses deux mois de vacances?
- (10) Qu'est-ce qu'il fait l'hiver?

All the words in this test were within the vocabulary range of the pupils. The words were chosen from the Fraser and Squair Grammar or from the selections they had covered in their Cran Reader.



Oral Reading Test:

For the Oral Reading Test the pupils were taken one by one into an office and required to read a paragraph or two in French from their grammar or their Reader. They were graded according to a scale as it would have been rather difficult to grade them on a percentage basis. The scale had the following divisions: Very good, Good, Very fair, Fair, Poor. As the students were all beginners it was taken for granted that no student could read correctly to the extent that he would deserve an excellent grading. More precise scoring would have resulted if the students could all have read the same selection. Unfortunately the test had to be administered during the period allotted to French and as the pupil had to return to the classroom after the test, the news would have soon spread if the same selection was repeatedly assigned. The last pupils to appear would therefore have had a decided advantage by being able to review the allotted selection. As a result, every pupil had to read a different paragraph. Permission was granted him to read it over silently once and then he read it out loud to the examiner.

The results for each pupil and the group average on these tests are tabulated on the following page, et al.



Table IV

Scores Obtained by the Pupils of Group A  
on the Comprehension and Oral Reading Tests

<u>Name of Pupil</u>	<u>Comprehen-</u> <u>sion Test</u>	<u>Oral Read-</u> <u>ing Test</u>
Aikins, Jim	10	G.
Kostelet, Joseph	10	G.
Beauchamp, Louis	10	V.G.
Darimont, Albert	10	V.G.
Dolan, Ted	9	G.
Martin, Arthur	8	F.
Bakay, Steve	8	G.
Hague, Louis	7	G.
Bessette, Harold	7	G.
Boyle, Jimmie	7	V.F.
McCorkell, Joseph	6	absent
Gowin, Fred	6	V.G.
Frost, Billy	6	F.
Heaton, Jim	6	V.F.
Chapman, Herbert	6	G.
Finley, Frank	3	P.
Harrington, Bert	3	P.
Cavanagh, Ian	3	G.
Martin, Ted	2	F.
Kordybacha, Albert	2	P.
Balash, Andrew	2	P.
Driscoll, Joe	2	P.
Hague, Bernard	0	P.
Lisik, John	0	P.
Average for the Compre-		
hension Test:	5.54	



Table V

Scores Obtained by the Pupils of Group B  
on the Comprehension and Oral Reading Tests

<u>Name of Pupil</u>	<u>Comprehen- sion Test</u>	<u>Oral Read- ing Test</u>
Shaw, John	10	G.
Goresky, Adeline	10	G.
Michajluk, Savelia	10	V.F.
Cappello, Theresa	10	V.F.
Nasichuk, Rose	10	G.
Russell, Marjorie	10	V.G.
Smith, Mirle	10	G.
Turner, Edith	10	G.
Bolander, Dorothy	10	G.
Hole, Harry	10	V.F.
Shevchishin, Evhen	10	G.
Haire, Betty	9	G.
Chobotar, Emily	9	G.
Parker, Dorothy	9	F.
Marks, Helen	9	G.
Schwindt, Helen	8	V.F.
Ratcliffe, Florence	8	P.
Mathew, John	8	G.
Kosakewich, Alex	8	G.
Paton, Tom	7	P.
Wynnychuk, Andy	7	G.
McLure, Grace	6	F.
McLure, Laura	5	G.
Mergens, Gloria	5	G.
Lazaruk, Harry	4	G.
Habkirk, Harry	3	P.
McIntosh, Lois	3	F.
Rowe, Melvin	2	V.F.
Ratcliffe, Mary	2	F.
	—	P.
Average for the Com- prehension Test:	6.8	



Table VI

Scores Obtained by the Pupils of Group X  
on the Comprehension and Oral Reading Tests

<u>Name of Pupil</u>	<u>Comprehen- sion Test</u>	<u>Oral Read- ing Test</u>
Wells, Gordon	4	F.
Walker, Walter	4	G.
Nuss, John	4	P.
Walsh, A.	2	absent
Ryski, Ludwig	2	V.F.
Wilkins, Frank	2	P.
McInnes, William	2	F.
Poloway, Vincent	2	P.
Wesley, Robert	1	P.
Mortimer, Maurice	1	P.
Petrie, Bill	1	F.
Peet, Bill	0	P.
Tighe, Lawrence	0	F.
Salahub, Nick	0	P.
Pratley, Jack	0	P.
Ward, Jack	0	F.
Mooney, Laurier	0	P.
Parker, Ernie	0	P.
O'Brien, John	0	F.
Preshing, John	0	P.
Sainchuk, Bill	absent	absent
<hr/>		
Average for the Com- prehension Test:	1.25	



RESULTS

(1) A comparison of the scores of each group on the final tests of the experiment shows clearly that the suggested method has a decided advantage over the technique currently employed in our Alberta High Schools.

(a) Comprehension Test:

Group A: Average 5.54

Group B: " 6.80

Group X: " 1.25

Averaging the mean scores of Groups A and B we obtain 6.17 for the combined average of the two groups. This is nearly six times greater than the average for Group X. To further prove that the results were significant, a mathematical check was used. According to Garrett's "Statistics in Psychology and Education", p. 133, the following formula must hold true if the results are to be conclusive:

$$\frac{\text{Difference of the Means}}{\text{Standard Deviation of the Difference}} = \text{ or } > 3$$



Computations:

(1) For Groups A and X

(a) Group A: -

$$\text{Average} = 5$$

$$\sum D^2 = 167$$

$$\sigma_{\text{dist.}} = \sqrt{\frac{167}{24}} = \sqrt{6.95} = 2.63$$

$$\sigma_M = \frac{\sigma_{\text{dist.}}}{\sqrt{N}} = \frac{2.63}{\sqrt{24}} = \frac{2.63}{4.89} = 0.53$$

(b) Group X: -

$$\text{Average} = 1$$

$$\sum D^2 = 41$$

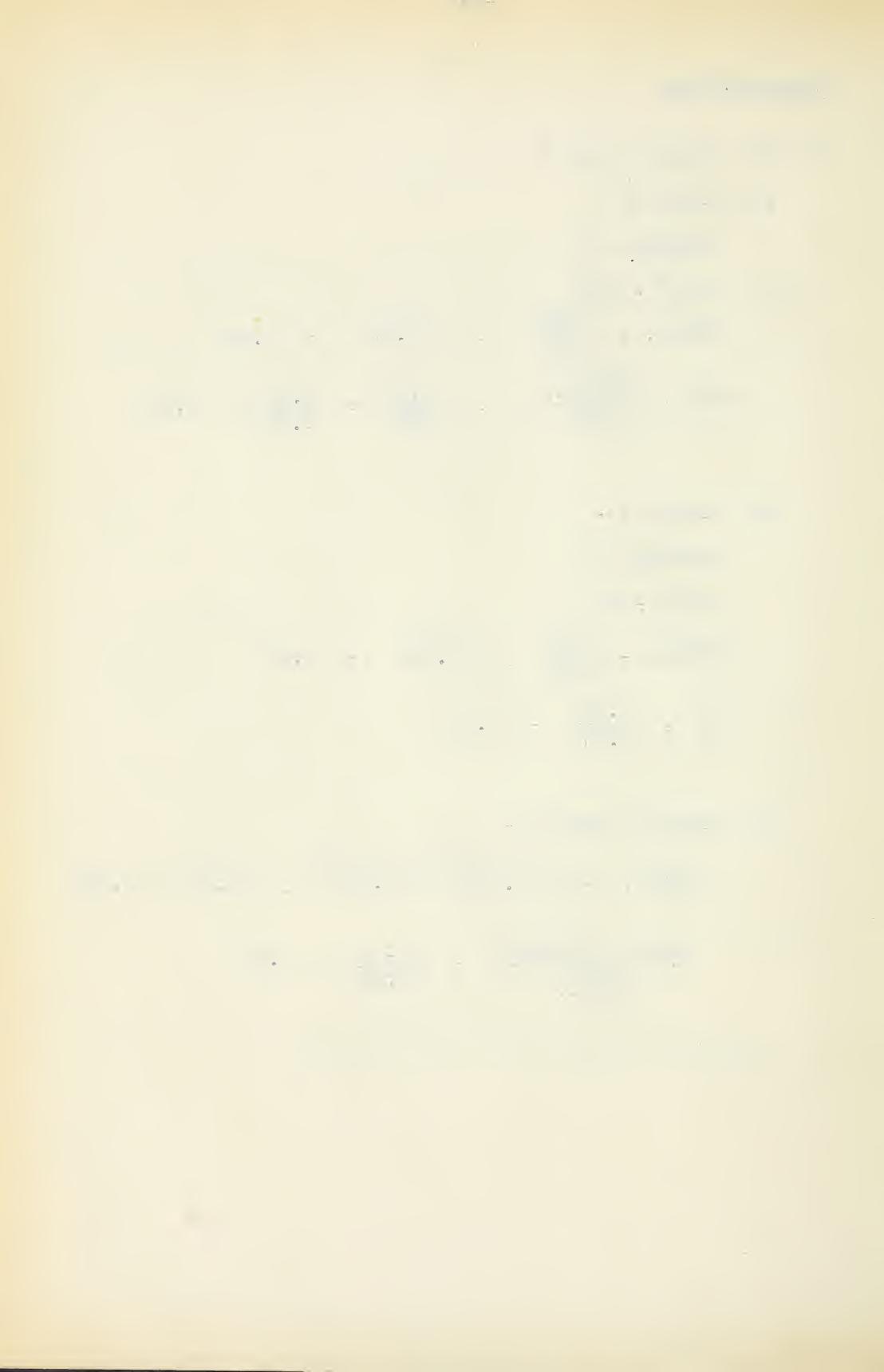
$$\sigma_{\text{dist.}} = \sqrt{\frac{41}{20}} = \sqrt{2.05} = 1.43$$

$$\sigma_M = \frac{1.43}{4.47} = 0.32$$

(c) Groups A and X: -

$$\sigma_{\text{diff.}} = \sqrt{(0.53)^2 + (0.32)^2} = \sqrt{0.38} = 0.619$$

$$\frac{\text{Diff. of Means}}{\sigma_{\text{diff.}}} = \frac{5 - 1}{0.619} = 6.46$$



(2) For Groups B and X

(a) Group B: -

$$\text{Average} = 6$$

$$\sum D^2 = 196$$

$$\sigma_{\text{dist.}} = \sqrt{\frac{196}{29}} = \sqrt{6.75} = 2.69$$

$$\sigma_M = \frac{2.69}{\sqrt{29}} = \frac{2.69}{5.38} = 0.5$$

(b) Group X: -

Same as in number (1) b.

(c) Group B and X: -

$$\sigma_{\text{diff.}} = \sqrt{(0.50)^2 + (0.32)^2} = \sqrt{0.325} = 0.570$$

$$\frac{\text{Diff. of Means}}{\sigma_{\text{diff.}}} = \frac{6 - 1}{0.570} = 8.77$$

The results then were 6.46 when comparing Groups A and X, and 8.77 when comparing Groups B and X. The results are conclusive and show that the method outlined has a decided advantage over the method used for Group X.



(b) Oral Reading Test:

	<u>V.G.</u>	<u>G.</u>	<u>V.F.</u>	<u>F.</u>	<u>P.</u>
Group A	3	8	2	3	8
Group B	1	15	2	4	4
Group X	0	1	1	6	11

One of the pupils in Group A was absent for over a considerable period on account of sickness; this accounts for his low standing in both the Comprehension and Oral Reading Tests. Four of the other pupils in this group who graded P are students from whom the teacher could secure no cooperation whatsoever and their results would probably be the same under any method or system. A comparison of their achievements in other subjects gave ample evidence of this.

But even when these poor pupils are included, the results are very satisfactory and show a marked superiority on the part of the students working under the proposed method to read the French language correctly.

(2) If the progress shown by the above results can be made in five months of the first year in High School, surely the results would be well worth while if the plan were carried out during the three years in which French is taught in the secondary schools. If, in five months, progress can be made enabling the student to understand a short selection that is read to him and to read the



language with fair facility, at the end of three years the pupil should, without exaggeration, be able to carry on a conversation and to read the language very well indeed.

(3) The pupils who had access to the devices used in this investigation showed a greater interest in their work and were more willing to respond to the efforts of the teacher. The pupils gladly seized every opportunity offered them to speak and read the language. Much of the usual drudgery experienced in memorizing verb forms and vocabularies disappeared. The pupils felt that they were making some progress and had concrete evidence of their growing ability to read and understand French. The whole experiment was worth the time spent on it if only to see the satisfaction written on the pupil's face when he had correctly answered a question in the foreign language.

(4) The only results available to show the comparative abilities in the written work are the marks on the Christmas Test for Groups A and X. Group B had no term examination. On this test there were four more passes in Group A than in Group X. But even conceded that the pupils of Groups A and B were weaker now in the written work than those of Group X, the author is convinced that before the final examination these two groups will be equal to if not superior to Group X in this field of the work.



VI

SUGGESTIONS

- (1) At the first opportunity a similar study should be carried out for the three years of High School French. The results gathered from such an investigation would be very significant as to what can and what cannot be done in the teaching of Modern Languages in this Province.
- (2) It would be preferable for an experiment of this type if the teacher were a bona-fide member of the staff. He could then be in closer contact with his pupils and understand their individual problems better.
- (3) The group as much as possible should have no student repeating the course. Each group included in this experiment contained a number of repeaters. They are useless as subjects for the experiment and are more of a nuisance than an advantage.
- (4) Five months was too short a time in which to do full justice to the problem. Any further study on the topic should have as available time the ten months of the school year.



VII

APPENDIX A

French I Phonics

Ba, bé, bi, bo, bu, bou, beu, ban, bin, bon, bun.  
bda, bdé, bdi, bdo, bdu, bdou, bdeu, bdan, bdin, bdon, bdun.  
bza, bzé, bzi, bzo, bzu, bzou, bzeu, bzan, bzin, bzon, bzun.  
bja, bjé, bji, bjo, bju, buou, bjeu, bjan, bjin, bjon, bjun.  
bla, blé, bli, blo, blu, blou, bleu, blan, blin, blon, blun.  
bra, bré, bri, bro, bru, brou, breu, bran, brin, bron, brun.

Bébé, beau bambin blond, babillard, balbutie beaucoup.  
Barbe-bleu, barbare bandit, brandissant son sabre, brisait  
dans les bois broutilles et branches; bouillant de colère,  
brisant sous ses pas; bracelets et broches, et bravant la  
braise, brulait ses brebis. Balthazar embellit Babylone de  
nombreux bâtiments.

Cha, ché, chi, cho, chu, chou, cheu, chan, chin, chon, chun.  
Chpa, chpé, chpi, chpo, chpu, chpou, chpeu, chpan, chpin,  
chpon, chpun.  
chta, chté, chti, chto, chtu, chtou, chteu, chtan, chtin,  
chton, chtun.  
chna, chné, chni, chno, chnu, chnou, chneu, chnan, chnin,  
chnon, chnun.

Charmants chanteurs des champs, chardonnerets qui  
chuchotez en cherchant des charangons dans les charmilles;  
du haut des chênes chantez les chaudes effluves du ciel et



les changeants chatoiements de la terre.

Chameaux chauvres, chevaux chers et charmants, chevreaux broutants de concert choux et chicorée, chiendent et chèvre-feuille sur le chemin du marché se chamaillent et se laissent choir.

Chéticha, shérif de Cherchell, changea son chat, son cheval et son chien pour un chapeau de Chetichong, chimiste cochinchinois.

Chat vit rôt; chat mit patte au rôt; rôt trop chaud brula patte du chat; et chat lâcha rôt. Derrière ces bonheurs changeants se dressent de pâles vieillesses, qui menacent les jeunes gens.

Da, dé, di, do, du, dou, deu, dan, din, don, dun.

Dza, dzé, dzi, dzo, du, dzou, dzeu, dzan, dzin, dzon, dzun.

Dja, djé, dji, djo, dju, djou, djeu, djan, djin, djon, djun.

Dla, dlé, dli, dlo, dlu, dlou, aleu, dlan, dlin, dlon, dlun.

Dra, dré, dri, dro, dru, drou, dreu, dran, drin, dron, drun.

Dindon dina, dit-on, du dos d'un dodu dindon. Dieu, a dit soudain le Dr. Didier, donnes donc des dattes à Denis Dandolo, duc les Dardanelles.

Fa, fé, fi, fo, fu, fou, feu, fan, fin, fon, fun.

Fta, fté, fti, fto, ftu, ftou, fteu, ftan, fti, fton, ffun.

Fla, flé, fli, flo, flu, flou, fleu, flan, flin, flon, flun.

Fra, fré, fri, fro, fru, frou, freu, fran, frin, fron, frun.



Fleurs, forêts, flots, faces, profils, tout est flou, dans le faire de feu Florentin Fragonard. Défilez en foule, fils de la nuit, feux-follets, falots, fardadets fantasques et fantômes fous; les enfants frissonnent, les femmes frémissent, les fanfarons fuient.

Voix futée, face fouine, front fuyant, Méphistophélès fait homme Félix - Florimond - Ferdinand - Fabien - Friponneau, furetant, fouillant, fustigeant, mit en fuite, filous, fourbes, farceurs, fainéants, financiers et forbans.

Méfiez-vous des finauds, et fiez-vous aux faibles d'esprit; les flatteurs sont faux et les fous sont francs. Un frais parfum sortait des touffes d'aspodelès; les souffles de la nuit flottaient sur Galgala.

Ga, gué, gui, guo, gu, gou, gueu, gan, guin, gon, gun.  
gda, gdé, gdi, gdo, gdu, gdou, gdeu, gden, gdin, gdon, gdun.  
gza, gzé, gzi, gzo, gzu, gzou, gzeu, gzan, gzin, gzon, gzun.  
gla, glé, gli, glo, glu, glou, gleu, glan, glin, glon, glun.  
gra, gré, gri, gro, gru, grou, greu, gran, grin, gron, grun.

Grognards, grenadiers de la garde, grands gaillands, gardez-vous de vous griser grossièrement dans les guinguettes.

Grégoire, gai garçon de Guinchamp, gourmande Gugusse, gringalet grenoblois, grivois et grondeur. Gardes chambétres, gardes-côtes, gardes-pêches et gardes du corps guettent grotesquement les grenouilles du gouverneur gourmé, gourmet et goguenard.



Ja, jé, ji, jo, ju, jou, jeu, jan, jin, jon, jun.  
jba, jbé, jbi, jbo, jbu, jbou, jbeu, jban, jbin, jbon, jbun.  
jda, jdé, jdi, jdo, jdu, jdou, jdeu, jdan, jdin, jdon, jdun.

Justice, O Jéhovah! Les gentils jettent aux Gémonies  
tes généreux justiciables; jamais, jusqu'à ce jour, tes  
justes n'ont jémi sous joug plus gênant. Justice, O Jéhovah,  
Justice!

Exercices de prononciation

A

Ah! ah! ah! Laeta sunt tempora.

Avant qu'à Carpentras l'heureuse carpe entrât, la  
ville Carpentras n'avait nom Carpentras; mais lorsqu'à  
Carpentras l'heureuse carpe entra, la ville Carpentras  
s'appela Carpentras.

Ah! que d'A au pays de Ravanola: Radama, Tamatave,  
Tananarive, et Madagascar.

Abraham chassa Agar, pensant par là calmer la jalouse  
colère de l'acariâtre Sara, sa femme.

Fidèle à sa loi, cent et cent fois tourné vers le  
Cabaa, le marabout chanta: "La iiaha illa illak oua  
kouhammadou Rasoulou illah." En plein Sahara, ahuri et  
hagard, l'arabe Ahdellah par trois fois crie: "Allah,  
Allah, Allah."



E

Eh, eh, eh. Finis miseriae.

Elèves, qui courez écervelés, à travers les blés, les genets et les haies, en moi désormais votre insuccès est assuré; mais revenez légers et gais, et écoutez, et étudiez, et écrivez et méditez, et dès l'été le délégué du préfet, satisfait, aura décerné aux plus arrières des brevets très mérités.

Erèbe, éternel séjour des tenèbres, triste demeure des trépassés, sombre palais gardé par Cerbère, Enée aimé des dieux a pénétré tes noirs mystères.

Les frênes, les hêtres, les chênes, futaies superbes entremêlés, enchevêtrés, sur nos têtes formaient un dais.

Les indigènes de Carthagène, d'un beau noir d'ébène abattent des chênes que sur leur carènes les catéchumènes amènent en Bohême ou à Brême, à Solèsmes ou Angoulême et jusqu'à Bethléhem et Jérusalem; les missionnaires morigènent ceux qui, blêmes de colère, blasphèment avec une violence extrême; ils menaçant de leur refuser le baptême et le Saint-Chrême, pour la deuxième fois, au carême.

I

I, I, I. Vale magister mi!

Des Alpes maritimes et pennines aux promontoires siciliens, et de la Ligurie à l'Illyrie, et l'Italie, hommes



et femmes, tout est en "I": Crispi, Tamburini, Chérubini, Ballerini, Grgenti, Ascisi, Rieti, Chieti, Terminini, Tivoli, Sibillini, Brindisi, Rimini, Ratti, et Mussolini.

Quand Isis brille sur les collines, sur les rivages et sur les cimes, vers le midi, le paysan de l'Ionie se signe et dit: "Ce soir la pluie".

Dans les pays de Sesostris, d'Osiris, et d'Isis, l'ibis tranquille bâtit son nid parmi les lis et les Iris.

Bandits sinistres, six nihilistes de Tiflis, hier à minuit ont entrepris de détruire par la dynamite la citadelle de Mjni.

O

Oh, Oh, Oh. Summo cum gaudio.

Où sont aujourd'hui nos Jérôme et nos Chrysostome? Si des hommes frivoles, ô Sauveur, osent nier l'autorité de ta parole, n'est-ce pas beaucoup notre faute, la nôtre, à nous tes orateurs? Orateurs monotones et mornes auditeurs, tout dort. O nautonnier, rends-nous l'orage. Flots profonds, tonnerres sonores vous réveillez jusques aux morts.

D'un pôle à l'autre, et de l'aurore jusqu'au couchant à Toronto comme aux Comores, à Novgorod comme aux Acores, l'homme honore les apôtres et les héros.

Par ce temps chaud au bord de l'eau, dans les roseaux dort, le crocodile.



Près du tombeau de son héros, Lascoon offre à Chronos en holocauste un beau taureau aux cornes d'or.

U

Uh, uh, uh. Laeto cum spiritu!

Sol gluant, rude montée, nuit obscure, chevaux suant, ruant, couverts d'écume, Juan ému, éperdu, hurle dans la rue: "Huhau, Hue".

Au pays de Romulus et de Remus, c'est un "us" qui termine les noms propres: Curius, Vulturus, Lucullus, Millius, Publius, Rufus et Emilius.

Au fur et à mesure, fixe par l'écriture tous les noms en "ure", et que cela dure: Usure, Murmure, culture, brulure, future, nature, hure.

Cet hurluberlu, l'eusses-tu cru? Au roi de Suède, dans la rue a répondu: "Turlututu".

OU

Hou, Hou, Hou.

Les hiboux, sous les houx, en août surtout, font hou, hou, hou, entendez-vous?

Couscous ou soupe au choux, tourlourous, que voulez-vous? Sur la tour au point du jour, tous les jours, l'oiseau roucoule: l'avez-vous oui? Oui.

Dans le brouhaha des foules, les filous fouillent les fous et les dépouillent.



Peu ou prou, la houle des mers en courroux donne  
la frousse même aux vieux loups.

EU

Euh, euh, euh.

Le coeur brisé, l'âme en deuil, ensevelie dans sa  
douleur, seule, inconsolable, silencieuse, à jeun et jeune,  
la mère pleure sur un cercueil.

Heureux ceux qui meurent dans le Seigneur. Les cieux  
deviennent leur demeure; Dieu récompense leurs bonnes  
oeuvres; un bonheur pur comble leurs voeux.

Peurs, pleurs, soeurs, douleurs, triste vie, tu n'es  
qu'aux jeunes: Jeunesse en fleur, vieillesse en deuil,  
tout meurt, tout meurt. Cent dindons bruns.

Un grand enfant qu'un rien ébranle, un inconscient  
l'imprudence fait qu'il se lance dans les dangers les plus  
certains. Ton indolent, intelligent, tout à l'instinct,  
qui n'entend rien aux desseins malins du prochain.

Cinq capucins ceints portaient sur leur sein le seing  
du Saint-Père. Un costume de drap brun à Melun indique à  
chacun quelqu'un du commun. Rien qu'un defunt sur cinq  
cent trente rentrants à Charenton! Allons donc!

Il se lève tranquillement, déjeune raisonnablement,  
dans le Luxembourg fréquemment promène son désœuvrement,  
lit la gazette exactement, quand il a diné largement chez



son voisin Clédonand, s'en va causer très longuement, revient souper légèrement, rentre dans son appartement, dit son "Pater" dévotement, se déshabille lentement, se met au lit doucement, et dort bientôt profondément. Ah! le pauvre monsieur Clément!



VIII

APPENDIX B

Chalmers' Grammar Test

Name: \_\_\_\_\_ School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age Last Birthday: \_\_\_\_\_ Sex: \_\_\_\_\_

Date Today: \_\_\_\_\_ Language Spoken at Home: \_\_\_\_\_

Occupation of Father \_\_\_\_\_ Grade: \_\_\_\_\_

Directions: In the following selections, chosen from Washington Irving's "Legend of Sleepy Hollow", a number of words and groups of words have been underlined. Beneath each selection are a number of statements about the underlined words. Each statement may be completed in five different ways. Choose the word that best completes the statement and place its number in the margin to the right. The first example has been done for you. Read over each selection carefully, then do the questions beneath it.

"He assisted the farmers occasionally in the lighter labors of their farms; helped to make hay; mended the fences;... and cut wood for the winter fire. He laid aside, too, all the dominant dignity and absolute sway with which he lorded it in his little empire, the school, and became wonderfully gentle and ingratiating."

assisted: is (1) a noun (2) a pronoun (3) an adverb (4) a verb (5) an adjective. 4

1. farmers: is (1) a verb (2) an adverb (3) a preposition (4) a noun (5) a conjunction —

2. occasionally: is (1) an adjective (2) a verb (3) an adverb (4) a gerund (5) a pronoun —

3. lighter: is (1) an interjection (2) an article (3) an adjective (4) a verb (5) an adverb —

4. of their farms: This group of words is (1) a sentence (2) a principal clause (3) a subordinate clause (4) a phrase (5) a complete predicate —

5. to make: is (1) a bare predicate (2) an interjection (3) a gerund (4) an infinitive (5) a pronoun —



6. mended: is (1) a noun (2) an adjective (3) an adverb (4) a verb (5) a pronoun

7. for: is (1) a preposition (2) a conjunction (3) an interjection (4) an expletive (5) an article

8. all: is (1) an indefinite pronoun (2) a noun (3) a relative pronoun (4) an adjective (5) an adverb

9. which: this pronoun is (1) personal (2) relative (3) indefinite (4) interrogative (5) demonstrative

10. he: acts as (1) direct object (2) indirect object (3) complement (4) subject (5) noun in apposition

11. in his little empire: This group of words acts as (1) a noun (2) a verb (3) an adjective (4) an adverb (5) a pronoun

12. became: The tense of this verb is (1) present indefinite (2) past indefinite (3) future indefinite (4) future perfect (5) present imperfect

13. gentle: is (1) a predicate adjective (2) an adverb (3) an adherent adjective (4) a phrase (5) an article

14. and: is (1) an article (2) a preposition (3) an interjection (4) a conjunction (5) an adverb

15. ingratiating: is (1) a verbal noun (2) a gerund (3) a participle (4) a verb (5) an infinitive

"His school-house was a low building of one large room rudely constructed of logs; the windows partly glazed, and partly patched with leaves of old copy-books. It was most ingeniously secured at vacant hours, by a withe twisted in the handle of the door, and stakes set against the window shutters; so that, though a thief might get in with perfect ease, he would find some embarrassment in getting out; an idea most probably borrowed by the architect, Yost Van Houten, from the mystery of an eel-pot."

16. His: the case of this word is (1) nominative (2) dative (3) objective (4) possessive (5) ablative

17. building: the case of this noun is (1) nominative (2) accusative (3) objective (4) genitive (5) vocative

18. constructed: is (1) a finite verb (2) a past participle (3) an adjective (4) a particle (5) an adverb



19. the windows partly glazed: This phrase is  
(1) predicative nominative (2) phrasal pos-  
sessive (3) appositive adjective (4) nomi-  
native absolute (5) root infinitive

20. most: modifies (1) it (2) was (3) ingeniously  
(4) secured (5) no word

21. twisted: This word is (1) a substantive (2) a  
predicate (3) a correlative (4) a modifier  
(5) an auxiliary verb

22. in the handle: This adverbial modifier is one of  
(1) cause (2) manner (3) time (4) place  
(5) degree

23. stakes: is (1) a subject (2) an adverbial object  
(3) a retained object (4) a cognate object  
(5) object of a preposition

24. against: is (1) a preposition (2) a conjunction  
(3) an article (4) a modal adverb (5) an  
adherent adjective

25. that: is a subordinate conjunction of (1) cause  
(2) condition (3) concession (4) purpose  
(5) degree

26. might get: The mood of this verb is (1) imperative  
(2) subjunctive (3) active (4) indicative  
(5) passive

27. in: is (1) a conjunctive particle (2) a preposi-  
tion (3) an adverbial particle (4) an  
adverb (5) a conjunction

28. some: This adjective is (1) descriptive (2) super-  
lative (3) pronominal (4) possessive  
(5) cardinal

29. idea: This noun is (1) an indirect object (2) an  
objective in apposition (3) object of a  
gerund (4) predicative objective (5) ad-  
verbial objective

30. Yost Van Houten: The case of this noun is  
governed by (1) would find (2) in (3) getting  
(4) borrowed (5) by

31. mystery: This noun is (1) proper (2) plural  
(3) collective (4) concrete (5) abstract

"An opening in the trees now cheered him<sup>1</sup> with the  
hopes that the church bridge was at hand. The wavering re-  
flection of a single star in the bosom of the brook told him<sup>2</sup>  
that he was not mistaken. He saw the walls of the church  
dimly glaring under the trees beyond. He recalled the  
place where Brom Bones's ghostly competitor had disappeared.  
'If I can but reach that bridge', thought Ichabod, 'I am safe'.  
Just then he heard the black steed panting and blowing close  
behind him; he even fancied that he felt his hot breath."



32. opening: is (1) a gerund (2) a preposition  
(3) an infinitive (4) a present participle  
(5) a noun

33. him<sup>1</sup>: is (1) a direct object (2) an indirect  
object (3) an object of a preposition  
(4) a cognate object (5) an adverbial object

34. that.....hand: This is a noun clause used as  
(1) object of a verb (2) object of a preposi-  
tion (3) in apposition to a noun (4) in ap-  
position to another clause (5) as subject of  
a verb

35. him<sup>2</sup>: is (1) an indirect object (2) a direct  
object (3) a subject (4) a predicate nomina-  
tive (5) a nominative of address

36. that....mistaken: This clause is (1) co-ordinate  
(2) adverbial (3) adjectival (4) a noun  
clause (5) parenthetical

37. saw: expresses a (1) wish (2) command (3) con-  
cession (4) condition (5) fact

38. beyond: is an adverb of (1) time (2) place  
(3) number (4) mode (5) cause

39. recollected: is (1) present indefinite (2) present  
perfect (3) past perfect (4) past indefinite  
(5) past imperfect

40. Brom Bones's: is (1) singular objective (2) plural  
objective (3) singular possessive (4) plural  
possessive (5) singular nominative

41. had disappeared: is (1) future perfect (2) pres-  
ent perfect (3) past perfect (4) present  
perfect progressive (5) past perfect pro-  
gressive

42. can reach: This subjunctive is one of (1) wish  
(2) purpose (3) concession (4) condition  
(5) uncertainty

43. but: is (1) a preposition (2) a conjunction  
(3) an adverb (4) a noun (5) a verb

44. Ichabod: is (1) a direct object (2) an indirect  
object (3) a subject (4) a complement (5) a  
nominative of address

45. am: refers to the (1) distant past (2) immediate  
past (3) present (4) immediate future  
(5) distant future

46. safe: This adjective is (1) predicate (2) apposi-  
tive (3) adherent (4) adverbial (5) ordinal

47. steed: The gender of this word is (1) masculine  
(2) feminine (3) neuter (4) common (5) col-  
lective

48. close: modifies (1) black (2) steed (3) panting  
(4) blowing (5) him



49. even: is an adverb of (1) time (2) degree  
(3) negation (4) affirmation (5) cause

50. that....breath: This clause acts as (1) an  
adjective (2) an adverb (3) a noun (4) an  
incomplete clause (5) a principal clause



IX

APPENDIX C

Table VII

Scores Obtained by Group A on the Otis  
Classification Test and the Chalmers Grammar Test

<u>Name of Pupil</u>	<u>I.Q.</u>	<u>E.Q.</u>	<u>Score on Grammar Test</u>
Bakay, Steve	126	122	29
Kostelet, Joseph	120	116	26
Chapman, Herbert	118	128	29
Aikins, Jim	117	112	21
Bessette, Harold	117	124	26
Boyle, Jimmie	115	117	22
Darimont, Albert	113	107	26
Martin, Ted	113	109	14
Gowin, Fred	112	119	16
Heaton, Jim	111	128	34
Finley, Frank	110	102	18
Frost, Billy	110	112	23
Martin, Arthur	110	118	29
Hague, Louis	109	113	28
Balash, Andrew	106	114	14
Kordybacha, Albert	104	104	26
Dolan, Ted	102	108	27
Beauchamp, Louis	101	106	18
McCorkell, Joseph	101	109	26
Lisik, John	100	110	16
Driscoll, Joe	99	99	20
Hague, Bernard	99	101	21
Cavanagh, Ian	95	105	21
Harrington, Bert	abs.	abs.	17



Table VIII

Scores Obtained by Group B on the Otis  
Classification Test and the Chalmers Grammar Test

<u>Name of Pupil</u>	<u>I.Q.</u>	<u>E.Q.</u>	<u>Grammar Test</u>
Russell, Marjorie	123	138	26
Hole, Harry	121	119	19
Bolander, Dorothy	120	120	24
Mathew, John	118	127	22
Haire, Betty	117	110	23
Smith, Mirle	117	117	28
Turner, Edith	117	114	21
Shaw, John	117	124	27
McIntosh, Lois	116	104	23
Paten, Tom	116	120	21
Michajluk, Savelia	115	112	23
Shevchishin, Evhen	113	113	17
Nasichuk, Rosie	112	114	27
McLure, Grace	111	110	28
Chobotar, Emily	110	113	22
Lazaruk, Harry	110	120	22
Marks, Helen	110	106	27
Parker, Dorothy	110	117	23
Ratcliffe, Florence	109	101	22
Habkirk, Harry	102	102	23
McLure, Laura	100	110	26
Wynnychuk, Andy	96	100	18
Kosakewich, Alex	91	94	15
Ratcliffe, Mary	89	99	25
Cappello, Theresa	88	83	18
Goresky, Adeline	abs.	abs.	24
Schwindt, Helen	abs.	abs.	22
Mergens, Gloria	abs.	abs.	25
Rowe, Melvin	abs.	abs.	16



Table IX

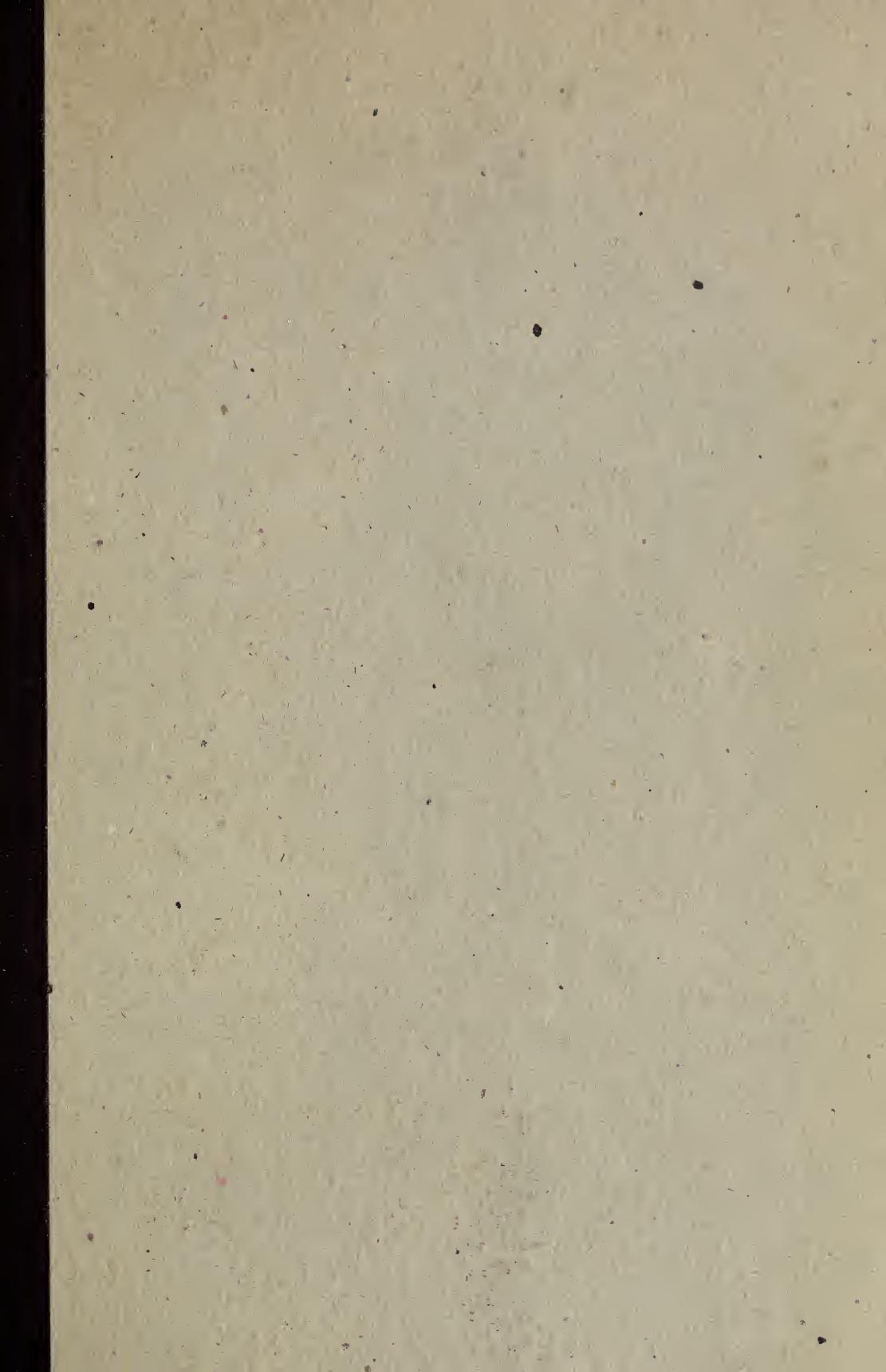
Scores Obtained by Group X on the Otis  
Classification Test and the Chalmers Grammar Test

<u>Name of Pupil</u>	<u>I.Q.</u>	<u>E.Q.</u>	<u>Grammar Test</u>
Nuss, John	120	135	27
McInnes, William	117	134	22
Walker, Walter	116	123	31
O'Brien, John	114	105	23
Pratley, Jack	113	114	27
Petrie, Bill	110	116	21
Preshing, John	110	114	25
Wesley, Robert	108	119	23
Wilkins, Frank	105	113	21
Mooney, Laurier	103	96	22
Ryski, Ludwig	99	99	23
Peet, Bill	98	103	28
Wells, Gordon	97	108	23
Tighe, Lawrence	95	101	17
Ward, Jack	94	99	29
Mortimer, Maurice	93	79	26
Parker, Ernie	83	77	19
Salahub, Nick	78	86	15
Walsh, A.	abs.	abs.	29
Poloway, Vincent	abs.	abs.	27
Sainchuk, Bill	abs.	abs.	19









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